Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Academic Discipline of Hospitality and Tourism Management
BA 3 Year International Hotel Management

Module Handbook Summer Term 2024

BMIH6002

Hotel Placement – Managing Food and Beverage Operations

LEVEL 6

Module Lead

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Scheme Of Work Level 6 April 2024
Managing Food and Beverage Operations (BMIH6002)

Week	Activity	Supporting material	Assessment submission date
W/C 15th April 2024	• Introduction to Module and tutor via group call • Student Hotel Induction (onsite)	Induction presentation Module Handbook	Issue of assignment component 1
W/C 22nd April 2024	• Student on placement 16 Hours	Reflective practice	
W/C 29th April 2024	• Student on placement 16 Hours • Group call with tutor groups – Assessment support	Module handbook / assignment workshop	
W/C 6th May 2024	• Student on placement 16 Hours		
W/C 13th May 2024	• Student on placement 16 Hours • Group call with tutor groups		
W/C 20th May 2024	• Student on placement 16 Hours		
W/C 27th May 2024	• Student on placement 16 Hours • Group call with tutor groups		
W/C 3rd June 2024	• Student on placement 16 Hours	Support for placement project report.	**Monday 3rd June 2024 by 23h59**
W/C 10th June 2024	• Student on placement 16 Hours • Group call with tutor groups		
W/C 17th June 2024	• Student on placement 16 Hours		
W/C 24th June 2024	• Student on placement 16 Hours • Debrief Group call with tutor groups Placement feedback via QR code	**Last day of placement to be completed on or before Friday 28th June 2024**	

Food and Beverage Operations Summer Term 2024

Welcome to this overview handbook for the above module. This is a level 6,10 credit module taught on hotel placement in term 1 to Level 6 IHM students in the Academic Discipline of Hospitality and Tourism Management.

AIM(S)

- To provide students with knowledge and insights necessary to manage Food and Beverage Operations effectively within food service and production areas – and to develop a range of management issues studied during level 4 and 5
- To develop individual core service competencies and key skills to meet required food and beverage service standards; focusing upon task management, self-management, problem solving and communication.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Undertake efficiently and shadow a supervisory position in Food and Beverage Operations and critically appreciate the importance of work-based key skills.
- Systematically analyse management performance within the workplace environment and knowledgeably discuss issues relating to Food and Beverage Operations.
- Systematically examine and understand performance criteria and technical knowledge necessary to meet hotel F&B guest service standards.

INDICATIVE CONTENT

- Personal and Vocational Development: The experience will be linear and individually designed to focus on either specialist or generic areas of study according to the student's level of experience, needs, interests and chosen career pathway.
- Key skills – communication, teamwork, task management, personal skills – guest services, operational issues.
- Food service and food production techniques and skills.
- Management and supervisory systems related to Food and Beverage Operations.
- Operational tasks – task management, performance.
- Review – reflection, self-appraisal, reaction to feedback.
- Organisational Issues: Policies and procedures relating to Food and Beverage Operations, organisational aims and objectives, mission statement, operations, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest service.
- New consumer trends; changing needs of consumers. National and international perspective.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	0	0%
Placement learning	100	100%
TOTAL	**100**	**100%**

ASSESSMENT

Assessment Component 1

(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Learning Log	1250 words	50%

Assessment Component 2

(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Hotel Manager's Assessment Report on Practical Activities	Practical tasks undertaken on placement	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	**100%**

Indicative Reading List

Module Code	BMIH6002	
Module Title	Managing Food and Beverage Operations	
Classification	Reading List entry	Electronic*
Essential	ASET (2017) Good Practice Guide for Workbased and Placement Learning in Higher Education, ASET, Sheffield	☒
Essential	Fallon,M.& Rutherford,D. (2010) Hotel Management and Operations, Wiley, London.	☐
Essential	Hagg, E (2013) Internship Guide Eleven, The Hague	☐
Essential	Johnston,R Clark,G. Shulver,M. (2012) Service Operations Management, Pearson, London	☒
Essential	Vallen, G.K. & Vallen, Jerome J. (2014) Check-in check-out : managing hotel operations Ninth edition.; Pearson new international.,	☐
Further	Fanthorne, C (2004) Work Placements – Survival Guide for Students Macmillan, Basingstoke	☐
Further	UWTSD (2019) Quality Handbook Chapter 10, Carmarthen	☒
Further	Wood,R. (2013) Key Concepts in Hospitality Management, Sage, London	☐
Websites	www.theaccessgroup.com www.food.gov.uk www.hotelowner.co.uk www.bighospitality.co.uk www.bha.org.uk https://www.hospitalitynet.org/hottopic/coronavirus https://www.foodabletv.com/blog/restaurant-recovery-post-pandemic	☐

Journals
Caterer
www.theaccessgroup.com
www.food.gov.uk
www.hotelowner.co.uk
www.bighospitality.co.uk
www.bha.org.uk

LEVEL 6 ASSESSMENT SPECIFICATION COMPONENT ONE

Student name:		**Student ID number:**	
Programme:	**BA International Hotel Management**		
Module:	**Managing Food and Beverage Operations**		
Module code:	**BMIH6002**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Lisa Bassler, Jessica Newport, Ka Po Chong, Daniel Payne**	**Internal Verifier:**	**Jacqui Jones**
Assignment Title:	**Student Learning Log**	**Word count (or equivalent):**	**1250 Words +/-10%**
Submission deadline:	**Monday 3rd June 2024 by 23h59**	**Return date of provisional marks & written feedback:**	**01/07/2024**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
• Undertake efficiently and shadow a supervisory position in Food and Beverage Operations and critically appreciate the importance of work-based keys skills. • Systematically analyse management performance within the workplace environment and knowledgeably discuss issues relating to Food and Beverage Operations. • Systematically examine and understand performance criteria and technical knowledge necessary to meet hotel food and beverage F&B guest service standards.

TASK DESCRIPTION COMPONENT ONE

Assessment Component 1

Student Learning Log (50%)

The Student Learning Log is the placement development record and is designed for the student to reflect on (not describe) their learning experience to critically review their development **within the food and beverage department 1250 words (+/-10%)**

Using a model of reflection, reflect on your experience shadowing a supervisory position in the food and beverage department. Your log should critically analyse the importance of work-based skills and technical knowledge required to meet guest service standards.

In your reflection, consider how this experience, alongside personal and vocational development (including previous industry experience / placement and academic journey) contribute to your understanding of the importance of communication, teamwork, task management, personal skills and guest services, within the food and beverage department.

Reflect on your overall experience and consider an organisational issue that you encountered, such as policies and procedures, organisational aims and objectives, mission statement, staffing, training, competition, quality issues, management structures, working practices, marketing, health and safety, and guest service. Acknowledge the issue and put forward possible solutions based upon practical considerations and wherever possible utilise theories to reinforce discussions.

The learning log should include:

- A brief overview of the hotel's Food and beverage operation.
- Reference to the model of reflection used.
- Student's placement learning objectives within the department.
- Future action plan based on experience in the department.
- **Reference List** (minimum of 10-12 references)

Guidance for layout

Provide a brief overview of the hotel's Food and Beverage operation.

Clearly state the learning objectives for the placement within the department.

Section 1: Reflection on Experience and Personal Development

Discuss the experience of shadowing a supervisory position in the food and beverage department. Reflect on how this experience contributes to the understanding of the importance of work-based skills and technical knowledge required to meet guest service standards.

Analyse the impact of personal and vocational development, including previous industry experience, placement, and academic journey, on the understanding of communication, teamwork, task management, personal skills, and guest services within the food and beverage department.

Section 2: Critical Analysis of Work-Based Skills and Technical Knowledge

Critically analyse the importance of work-based skills and technical knowledge in meeting guest service standards. Explore the specific work-based skills and technical knowledge encountered during the shadowing experience and their relevance to guest service standards. Provide examples and insights from the experience to support the analysis.

Section 3: Reflection on Organisational Issues

Reflect on the overall experience and identify an organisational issue encountered within the food and beverage department. Discuss the impact of this issue on the department's performance, guest service, and overall operations.

Suggest possible solutions to the issue based on practical considerations and utilise relevant theories to reinforce the discussions.

Section 4: Future Action Plan

Develop a future action plan based on the experience gained in the food and beverage department. Identify areas for improvement in work-based skills and technical knowledge. Outline specific steps or strategies to enhance communication, teamwork, task management, personal skills, and guest

services. Consider how the action plan aligns with personal and vocational development goals and contributes to professional growth within the industry.

Conclusion:

Summarise the key insights and reflections from the learning log. Emphasise the importance of the shadowing experience in developing work-based skills, technical knowledge, and understanding of guest service standards. Highlight the value of personal and vocational development in shaping future career aspirations within the food and beverage industry.

Remember to include relevant examples, observations, and references to support your reflections throughout the learning log.

Learning Log Submission:

Whilst on placement please take every opportunity, to ask questions of your supervisors and colleagues, learn from the experience and then write reflectively about this. This can be started when you are comfortable to do so, and certainly will help you achieve a better progress record if you start writing the record 2-3 weeks into your placement when you have settled into the environment and when you will be observing operations first hand and taking part. If you require additional support, please ask your work-based supervisors within the teams or arrange to meet with your placement lecturer.

Timely submission will be expected as per university guidelines and the required dates will be posted in the Turnitin Link.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS COMPONENT ONE

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: Students need to be aware of the models of reflection, for example Kolb, Gibbs and Schon, and use a model to reflect upon and demonstrate their understanding of the placement experience.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information, and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: Students are required to show knowledge and understanding through reflection of their practical placement, demonstrating key learnings from the food and beverage department.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: Students are to analyse their placement in means of not just describing tasks, but demonstrating the why? how? what? when? Through practical tasks, reflective writing and discussions with hotel employees.

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: Students need to consider how they would apply solutions within the workplace of their placement property, highlighting what they have learnt on placement and how they could deploy this in future careers.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: You should write the report in a recognised format within the assignment word count. All writing should be academic style, formal, focused, concise and subject specific. It should use a font of Arial 12 point or Times New Roman 12 point and be 1.5 or double spaced.

Models of Reflection

Models help you to engage in the process of reflection. There is no right one. It is important you choose the framework that feels most comfortable for you and best assists you in learning from your experiences, as discussed within business skills.

Within business skills for the Hospitality Industry the most appropriate methods for reflection within the work that you complete within journals for example is discussed. But it is important that you understand some of the models of reflection that have been created over the years. The process of reflective writing leads to more than just a gain in your knowledge, it should also challenge how you make sense of that knowledge. When you reflect on a situation you do not simply see more, you see differently. This different way of viewing a situation is reflected in statements about a commitment to action. Action is the final stage of reflection (Cress et al, 2013).

KOLB's Learning Cycle 1984

For learning to be effective, KOLB (1984) proposed that learners must pass through four distinct stages. And suggested that experience alone does not provide a sufficient learning experience in many situations. He said that there are many examples where experience alone is not sufficient for meeting particular learning goals. In such situations, it seems to work better if the raw experience is packaged together with facilitated exercises, which involve thinking, discussing, or creatively processing cognitions and emotions related to the raw experience.

Gibbs

Graham Gibbs created a reflective model in 1988 which was developed from KOLB. Gibbs added additional steps so that individuals could reflect on the event more accurately. Description: what happened? Feelings: what were your feelings? Evaluation: what was good and bad about the experience? Analysis: what can you learn from the event? Conclusion: what could you have done differently or in addition? Action plan: if it happens again what would you do? 1 st Something must occur, an event, often referred to as critical incident. What happened? 2 nd The feelings that this event produced are acknowledged. These include negative as well as positive feelings. 3 rd The feelings are then analysed and the outcome, in terms of your feelings, evaluated. 4 th – Need to make sense of the situation - why did this occur? 5th – What else could have been done to alter the outcome of the situation? Circumstances of the event are considered, and any alternative courses of action explored. 6th - Consideration of possible future actions if a similar event occurred is examined. Gibbs' cycle allows for self-development and exploration of alternative ways of thinking and behaving in the future, should a similar event occur.

Schön

Donald Schön's analysis of reflection has influenced training and development, in many professions. Realising that reflection after an event was important, but also developing a theory that individuals reflect during the event. 'Reflection in action' Reflection in action – This is reflecting as you go (immediately), where you reflect on your actions during an event This isn't going well, what can I do now to improve things? Or this is going well; how can I maintain the momentum? Making informed decisions based on spontaneous, split-second reflections. Reflection on action – You recall incidents after the event has passed, thinking in depth on how you can improve your practice. You may think over something spontaneously while travelling or resting or you may put specific time aside and formally structure your reflections.

STUDENT FEEDBACK FORM COMPONENT ONE

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
	15	
2. Knowledge and Understanding Skills		
	25	
3. Cognitive and Intellectual Skills		
	20	
4. Practical Application Skills		
	20	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

LEVEL 6 ASSESSMENT SPECIFICATION COMPONENT TWO

Student name:		**Student ID number:**	
Programme:	**BA International Hotel Management**		
Module:	**Managing Food and Beverage Operations**		
Module code:	**BMIH6002**	**Contribution to Overall Module Assessment (%):**	**50%**
Lecturer:	**Lisa Bassler, Jessica Newport, Ka Po Chong, Daniel Payne**	**Internal Verifier:**	**Jacqui Jones**
Assignment Title:	**Management Assessment of Practical Tasks – Feeback from hotel.**	**Word count (or equivalent):**	**N/A**
Submission deadline:	**To returned by hotel on or before Friday 14th June 2024**	**Return date of provisional marks & written feedback:**	**N/A**
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) **Alternative submission method (if applicable):** **Late submission of the assessment will result in a late penalty mark:** Work which is submitted up to 1 week late will be capped at 40% for the first attempt and will be awarded a mark of 0% for re-assessment. Late submission penalties may be lifted only if there is an approved extenuating circumstances claim. Work submitted more than 1 week late will be considered as a non-submission and will not be marked. The work may be considered as a submission for reassessment if offered by an Examining Board or if there is an approved extenuating circumstances claim.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes
(from module syllabus)

- Undertake efficiently and shadow a supervisory position in Food and Beverage Operations and critically appreciate the importance of work-based keys skills.
- Systematically analyse management performance within the workplace environment and knowledgeably discuss issues relating to Food and Beverage Operations.
- Systematically examine and understand performance criteria and technical knowledge necessary to meet hotel food and beverage F&B guest service standards.

TASK DESCRIPTION COMPONENT TWO

Assessment Component 2

Management Assessment of Practical Tasks – Feeback from hotel (50%)

Practical Tasks Evaluation Guidance

PROCESS

Students are encouraged to arrange to participate fully within the learning experiences that placement can provide. A feedback report will be sent to placement providers by university tutors to assess the practical element of the module.

It is appreciated that within the hospitality industry there are changes within supervisors, team leaders and managers across a range of shifts and also within the student's placement allocation throughout departments, it is therefore the **lecturer's responsibility** to liaise with the point of contact within the hotel at the end of the student's placement to complete a set of questions which are rated:

1-10 over 5 key elements:

1. Students ability to take part in practical tasks- this incudes their approach, eagerness and understanding (/20)
2. Students' ability to maintain appropriate time keeping, including attendance and engagement within the set department, and their suitable appearance and demeanour. (/20)
3. Students' ability to undertake set tasks**, under supervision**. (/20)
4. Students' ability to undertake set tasks **with little or no supervision** (towards the end of their placement). (/20)
5. Students' suitability for future employability (based on their placement attendance and experience) within the hospitality industry. (/20)

UWTSD Lecturers will use the marking criteria to award a mark for the evaluation (which forms 50% of the overall module mark) in accordance with the University common marking scale and normal University procedure.

STUDENT FEEDBACK FORM COMPONENT TWO

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	**Marks available**	**Marks awarded**
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
	80	
5. Transferable Skills for Life and Professional Practice		
	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	**Late Submission Penalties (tick if appropriate)**		**%**
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6
In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (Coherent and detailed	Major gaps in knowledge and systematic understanding of the subject	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed.	Excellent coherent and detailed knowledge and systematic	Exceptionally coherent and detailed knowledge and systematic

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
				the basis of reason and evidence.			grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and creativity evident.	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in graduate employment.	disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

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